

# Annual Implementation Plan: for Improving Student Outcomes

School name: **BAXTER PRIMARY SCHOOL**

Year: **2017**

School number: 3023

Based on strategic plan: 2015 -2017

Endorsement:

Principal **Andrew Forrest** February 2017

Senior Education Improvement Leader **Cheryl Chapple**

February 2017

School council **Kate Cremen** February 2017

## Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none"> <li><b>English</b>- Improve student performance in English with a particular focus on high quality instructional practice.</li> <li><b>Maths</b> - Improve student performance in maths with a particular focus on high quality instructional practice.</li> <li><b>Engagement</b> -Improve student engagement with a particular focus on high quality instructional practice.</li> <li><b>Wellbeing</b> -To maintain and enhance the school as a safe, supportive and orderly learning environment.</li> <li><b>Productivity</b> To allocate resources:                             <ul style="list-style-type: none"> <li>Human / time / space / materials</li> <li>Professional development &amp; to maximising student achievement, engagement and wellbeing.</li> </ul> </li> </ul>	<b>Excellence in teaching and learning</b>	Building practice excellence	
		Curriculum planning and assessment	✓
	<b>Professional leadership</b>	Building leadership teams	
	<b>Positive climate for learning</b>	Empowering students and building school pride	
		Setting expectations and promoting inclusion	
	<b>Community engagement in learning</b>	Building communities	

### Improvement Initiatives rationale:

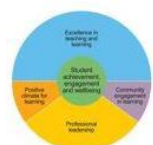
Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

**As a result of our Self Evaluation and Peer Review our Improvement Priority will be Curriculum Planning and Assessment.**  
**Our evaluation indicates that we need to develop stronger protocols within our PLC's building their capacity to develop effective and consistent data collection, leading to the development of common understandings and greater consistency between external assessment and internal teacher judgements.**  
**Student attitude to school survey data indicates that there is scope for improvement across all areas.**

### Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

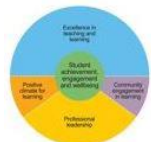
Improvement initiative:	Key improvement strategies (KIS)
Curriculum planning and assessment	<ul style="list-style-type: none"> <li>Develop consistent approaches to the planning, implementation and assessment of English.</li> <li>Develop consistent approaches to the planning, implementation and assessment of Maths.</li> </ul>



## Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS		Improve student performance in English with a particular focus on high quality instructional practice. Improve student performance in maths with a particular focus on high quality instructional practice.					
IMPROVEMENT INITIATIVE		<b>Excellence in teaching and learning</b>					
STRATEGIC PLAN TARGETS		An increase in the percentage of students at or above the expected <b>Victorian Curriculum levels</b> in English and Maths <ul style="list-style-type: none"> <li>An increase to 25% in the percentage of students in the NAPLAN “High relative growth” category in <b>Writing</b>. (50% - 2016)</li> <li>A decrease to 25% in the percentage of students in the NAPLAN “Low relative growth” category in <b>Writing</b>. (8% -2016)</li> <li>Maintain the percentage of students in the NAPLAN “Low relative growth” at below 25% in <b>Reading</b>. (38% - 2016)</li> <li>An increase to 50% in the percentage of students in the NAPLAN “Medium relative growth” category in <b>Grammar and Punctuation</b>. (62% - 2016)</li> <li>An increase to 25% in the percentage of students in the NAPLAN “High relative growth” category in <b>Numeracy</b>. (8% - 2016)</li> <li>Maintain the percentage of students in the NAPLAN “Low relative growth” at below 25% in <b>Numeracy</b>. (42% - 2016)</li> </ul>					
12 MONTH TARGETS		<ul style="list-style-type: none"> <li>Percentage of students in the NAPLAN “Low relative growth” at below 25% in <b>Reading</b>.</li> <li>25% in the percentage of students in the NAPLAN “High relative growth” category in <b>Numeracy</b>.</li> <li>Percentage of students in the NAPLAN “Low relative growth” at below 25% in <b>Numeracy</b>.</li> </ul>					
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		
					Progress Status	Evidence of impact	Budget
						Estimate	YTD
Develop consistent approaches to the planning, implementation and Assessment of English.	English team to review Soundwaves, Literacy Pro and VCOP and present to staff.	Liz Taylor and literacy team	End of term 2	6 months: English team present findings of their review into the success of current English programs used in the school.	● ● ●	PLT meeting minutes to reflect discussion of data interpretation, etc and planning documents indicate forward planning based on areas of need.	\$11000 Equity funding and Resources
	English team to interrogate NAPLAN, Fountas and Purnell, Cold Write and Ondemand results from previous 3 years and present to staff.		End term 3	English team present findings of their review into English assessment results.			
	Fortnightly PLT meetings focussed on gathering, summarising, interpreting and presenting data of current performance and practise.		12 months: Recommendations for targets, curriculum tools and future directions presented and included in whole school planning and the new Strategic Plan.	● ● ●			
Employment of Reading Intervention staff.							
	Maths team to review Mathletics and present to school.	Matt Hardy and numeracy team.	End of term 2	6 months: Maths team present findings of their review into the success of current Maths programs used in the school.	● ● ●	PLT meeting minutes to reflect discussion of data interpretation, etc and planning documents indicate forward planning based on areas of need.	PD \$3000 Resources \$ 2500
	Maths team to interrogate NAPLAN, PAT maths and Ondemand results from previous 3 years and present to staff.		End term 3	Math team present findings of their review into Maths assessment results.			
Fortnightly PLT meetings focussed on gathering, summarising, interpreting and presenting data of current performance and practise.	12 months: Recommendations for targets, curriculum tools and future directions presented and included in whole school planning and the new Strategic Plan.		● ● ●	Improved percentage of students in high growth for numeracy and a decrease in the percentage of low growth according to NAPLAN.			
				6 months:	● ● ●		
				12 months:	● ● ●		



				6 months:	● ● ●		
				12 months:	● ● ●		
				6 months:	● ● ●		
				12 months:	● ● ●		



## Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To maintain and enhance the school as a safe, supportive and orderly learning environment.						
IMPROVEMENT INITIATIVE		Positive climate for learning						
STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP] Implement Kids Matter stage 2: Building Foundations and Facilitating change						
12 MONTH TARGETS		To achieve the following measures in the Student Attitude to School Survey: <ul style="list-style-type: none"> <li>Learning Confidence - 4.0</li> <li>Student Motivation - 4.3</li> <li>Teacher Effectiveness – 4.3</li> <li>Stimulating Learning Environment – 4.0</li> <li>Students Safety - 4.45</li> <li>Connectedness to Peers – 4.35</li> </ul>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Implement Kids Matter : Building Foundations and Facilitating change	Implementation of new focus weekly class topics – Tribes Kids Matter information regularly published in school forums to develop whole school understandings of each component	Welfare team Sonia Cann Milland Lori Frowd Caroline McFaul.	Feb 2017 Till Dec 2017.	6 months:	● ● ●			
				<ul style="list-style-type: none"> <li>Consistency of Kidsmatter language across all staff, students and parent community.</li> </ul>	● ● ●			
	Employment of welfare staff – Chaplain to implement positive behaviour and wellbeing initiative through the use of our equity funding.		Yearly	<ul style="list-style-type: none"> <li>Improvement in Students Safety and Connectedness to peers in the Student Attitude to School Survey.</li> <li>Improvement in Connectedness to Peers results in Parent Opinion Survey.</li> </ul>	● ● ●	Improvement in survey data.	\$15000 equity funding	
				12 months:	● ● ●			
Support Programs	Allocate ESO staff (integration aides) to grade areas of the school. Working with funded and when possible unfunded children in the by year levels. Afterschool programs - Sporting schools /homework club. / IT club /Gardening Club Cyber safety & Life Education programs/ breakfast program throughout the school.		Yearly	6 months:	● ● ●	ILIP's, meeting minutes stored on t:drive		
				Completed ILIPs for funded and at risk students (including high achievers, low achievers and Koori students) and stored on t:/. SSGs for funded students.  Regularly conducted and attended out of school events.	● ● ●			
				12 months:	● ● ●	ILIP's, meeting minutes stored on t:drive		
				Two completed ILIPs for funded and at risk students (including high achievers, low achievers and Koori students) and stored on t:/. SSGs for funded students	● ● ●			
School Promotions	Develop stronger ties with local pre-school and childcare centres.		Through out year	6 months: Family picnic night – free BBQ CFA activities Mural painting in Baxter township Kindergarten visits by our staff / music teacher.	● ● ●	Increased enrolments.  Increased number of tours.	\$1100	



	Run a series of family friendly events/celebrations to promote positive relationships between home, school and local community.  Explore multiple platforms to open communication between home and school.			Flyers & postcards delivered to local Preschools & C Care Centres Post card Drops in local area. Year level information nights. Senior school use of Edmodo (social networking)		Survey Monkey results regarding enrolment for 2018 and after school programs inform future planning.  Use of Edmodo (closed social media) by senior students and teachers on a regular basis.		
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



## Section 3: Other Improvement Model Dimensions - Productivity

<b>STRATEGIC PLAN GOALS</b>		To allocate resources: <ul style="list-style-type: none"> <li>human</li> <li>time</li> <li>space</li> <li>materials</li> <li>professional development</li> </ul> Maximising student achievement, engagement and wellbeing.							
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>		[Drafting Notes Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]							
<b>STRATEGIC PLAN TARGETS</b>		BY 2017 To improve the following measures in the School Staff Survey - School Climate: <ul style="list-style-type: none"> <li>Collective Efficacy 71% - 78%</li> <li>Collective Responsibility 82% - 90%</li> <li>Collective Focus of Student Learning 82% - 90%</li> </ul> To improve the following measures in the School Staff Survey - Professional Learning: <ul style="list-style-type: none"> <li>Professional Learning Feedback 44% - 65%</li> <li>Active Participation 67% - 72%</li> </ul>							
<b>12 MONTH TARGETS</b>		To improve the following measures in the School Staff Survey - School Climate: <ul style="list-style-type: none"> <li>Collective Efficacy 78%</li> <li>Collective Responsibility 90%</li> <li>Collective Focus of Student Learning 90%</li> <li>Professional Learning Feedback 65%</li> <li>Active Participation 72%</li> </ul>							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
						Estimate	YTD		
Promote shared responsibility for student performance and engagement in the school community.	<ul style="list-style-type: none"> <li>Promote active team membership in a range of school programs.</li> </ul>	Welfare team Literacy team Numeracy team PAV	Termly	6 months: Clearly defined leadership team, roles and responsibilities.  Literacy and Numeracy teams reformed with the focus of reviewing programs and assessment results.  Welfare team actively involved in implementing Kidsmatter and engagement programs, eg parents group yarn bombing, breakfast club, Harmony Day etc.  Active parents groups involved in school programs, eg breakfast club, canteen treat days, yarn bombing, mural painting, school Fair.	● ● ●	Leadership team regular class release.  Regular, scheduled and minuted Curriculum team meetings.  Improvement school survey data – school climate.			
<b>Implement peer observation program</b>	Peer observation program clearly identified in staff Performance Reviews	Andrew Forrest and all staff	Middle cycle and end of cycle reviews	6 months: Peer observations completed and presented in review.	● ● ●				
				12 months: Greater collaboration between peers outside of their PLT's.	● ● ●	Improved data in Active Participation and Professional Learning Feedback survey results	\$1200 CRT costs		
				6 months:	● ● ●				
				12 months:	● ● ●				



				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



# Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis  For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan.  This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.] Building practice excellence
Excellence in teaching and learning	<b>Building practice excellence</b>	Yes	2 - Evolving	Need to develop more feedback, mentoring and observation activities for the staff.
	<b>Curriculum planning and assessment</b>	Yes	3 - Embedding	Staff have developed Vic curriculum planning documents that are embedded in all PLT
	Evidence-based high impact teaching strategies	Select	1 - Emerging	
	Evaluating impact on learning	Select	1 - Emerging	
Professional leadership	<b>Building leadership teams</b>	Select	2 - Evolving	Clearly defined roles for leadership group.
	Instructional and shared leadership	Select	2 - Evolving	
	Strategic resource management	Select	2 - Evolving	Declining enrolments has meant the financial management & planning of leadership roles to be adjusted annually
	Vision, values and culture	Select	1 - Emerging	
Positive climate for learning	<b>Empowering students and building school pride</b>	Select	2 - Evolving	Some families are not always acting in positive and supportive ways towards the school or other families.
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	3 - Embedding	Kidsmatter / welfare programs
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	Select	2 - Evolving	Small number of strong family involvement. Need to find the magic formula to increase participation .
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	3 - Embedding	Strong ties with services and agencies involved in student and family wellbeing
	Parents and carers as partners	Select	2 - Evolving	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
<b>Next Steps:</b>				





